

## BOILING SPRINGS ELEMENTARY

700 Double Bridge Road  
Boiling Springs, South Carolina 29316

**GRADES** PK-5 Elementary School

**ENROLLMENT** 872 Students

**PRINCIPAL** Dr. Frederick E. Menzer 864-578-1231

**SUPERINTENDENT** Dr. James O. Jennings 864-578-0128

**BOARD CHAIR** Mrs. Connie Smith 864-578-0128

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
26	26	2	0	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 17 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Excellent	Below Average	N/A
<b>2002</b>	Excellent	Good	N/A
<b>2003</b>	Excellent	Good	No
<b>2004</b>	Good	Unsatisfactory	No

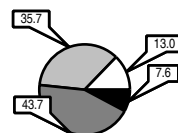
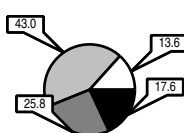
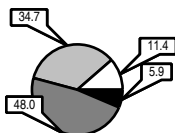
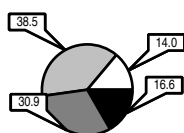
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

63.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	458	99.8	11.2	34.8	48.1	6.0	63.6	Yes	Yes
<b>Gender</b>									
Male	264	99.6	13.5	34.6	47.7	4.2	62.0		
Female	194	100.0	8.2	35.0	48.6	8.2	65.6		
<b>Racial/Ethnic Group</b>									
White	377	99.7	9.9	33.1	50.7	6.2	66.0	Yes	Yes
African-American	47	100.0	21.6	40.5	32.4	5.4	48.6	I/S	I/S
Asian/Pacific Islanders	16	100.0	18.8	50.0	25.0	6.3	50.0	I/S	I/S
Hispanic	17	100.0	7.7	46.2	46.2	0.0	53.8	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	385	99.7	7.5	33.1	52.4	7.0	71.9		
Disabled	73	100.0	32.8	44.3	23.0	0.0	14.8	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	458	99.8	11.2	34.8	48.1	6.0	63.6		
<b>English Proficiency</b>									
Limited English Proficient	27	96.3	38.9	44.4	16.7	0.0	27.8	I/S	I/S
Non-Limited English Proficient	431	100.0	10.0	34.3	49.5	6.2	65.2		
<b>Socio-Economic Status</b>									
Subsidized meals	138	99.3	19.8	39.6	37.8	2.7	48.6	Yes	Yes
Full-pay meals	320	100.0	8.1	33.0	51.8	7.1	68.9		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	458	100.0	14.0	38.5	30.9	16.6	60.8	Yes	Yes
<b>Gender</b>									
Male	264	100.0	13.9	39.5	28.6	18.1	60.1		
Female	194	100.0	14.2	37.2	33.9	14.8	61.7		
<b>Racial/Ethnic Group</b>									
White	377	100.0	11.6	37.3	32.2	18.9	64.7	Yes	Yes
African-American	47	100.0	24.3	51.4	24.3	0.0	40.5	I/S	I/S
Asian/Pacific Islander	16	100.0	31.3	43.8	12.5	12.5	37.5	I/S	I/S
Hispanic	17	100.0	30.8	30.8	30.8	7.7	38.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	385	100.0	7.5	37.8	35.3	19.4	69.4		
Disabled	73	100.0	52.5	42.6	4.9	0.0	9.8	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	458	100.0	14.0	38.5	30.9	16.6	60.8		
<b>English Proficiency</b>									
Limited English Proficient	27	100.0	57.9	31.6	10.5	0.0	15.8	I/S	I/S
Non-Limited English Proficient	431	100.0	11.9	38.8	31.8	17.4	62.9		
<b>Socio-Economic Status</b>									
Subsidized meals	138	100.0	25.9	48.2	17.0	8.9	40.2	Yes	Yes
Full-pay meals	320	100.0	9.7	35.0	35.9	19.4	68.3		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	223	99.1	7.6	32.8	53.5	6.1	59.6
	<b>Grade 4</b>	247	100.0	13.8	40.1	40.9	5.2	46.1
	<b>Grade 5</b>	195	99.5	14.4	55.6	27.2	2.8	30.0
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	146	100.0	9.6	20.5	56.2	13.7	69.9
	<b>Grade 4</b>	148	99.3	13.7	42.5	42.5	1.4	43.8
	<b>Grade 5</b>	164	100.0	12.9	50.3	33.7	3.1	36.8
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	223	100.0	4.0	41.5	31.0	23.5	54.5
	<b>Grade 4</b>	247	100.0	10.3	43.5	22.8	23.3	46.1
	<b>Grade 5</b>	195	100.0	7.2	42.5	32.0	18.2	50.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	146	100.0	15.1	42.5	31.5	11.0	42.5
	<b>Grade 4</b>	148	100.0	12.9	36.7	29.3	21.1	50.3
	<b>Grade 5</b>	164	100.0	16.0	38.0	29.4	16.6	46.0
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 872)				
First graders who attended full-day kindergarten	0.0%	N/C	97.5%	100.0%
Retention rate	1.6%	Up from 0.9%	1.9%	2.7%
Attendance rate	96.6%	Up from 93.9%	96.7%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	13.4%		3.5%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	9.2%		2.6%	3.5%
Eligible for gifted and talented	18.4%	Down from 22.9%	24.5%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.4%	Up from 6.7%	7.1%	8.2%
Older than usual for grade	0.2%	Down from 0.3%	0.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%

Teachers (n= 53)				
Teachers with advanced degrees	47.2%	Up from 44.6%	54.2%	51.4%
Continuing contract teachers	83.0%	Up from 78.4%	88.3%	87.5%
Highly qualified teachers**	93.9%	N/A	96.7%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	81.4%	Down from 86.4%	87.8%	86.7%
Teacher attendance rate	96.3%	Up from 95.5%	95.3%	94.9%
Average teacher salary	\$40,726	Up 4.3%	\$42,210	\$40,760
Prof. development days/teacher	5.0 days	Down from 11.3 days	10.8 days	12.4 days

School				
Principal's years at school	1.0	Down from 14.0	4.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	No change	20.6 to 1	18.9 to 1
Prime instructional time	91.6%	Up from 87.9%	90.8%	90.0%
Dollars spent per pupil*	\$4,581	Up 2.3%	\$5,493	\$6,044
Percent of expenditures for teacher salaries*	66.0%	Down from 67.7%	67.8%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	95.3%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Boiling Springs Elementary School (BSES) lost approximately 500 students when Oakland Elementary School opened for the 2003-2004 school year. While this significant drop in enrollment enhanced our ability to serve our students, it should be noted that we have already seen an increase in enrollment of nearly 75 students bringing our end of year enrollment to 920 students.

School faculty and community members were thrilled this year to once again receive recognition with an Excellent Report Card rating and the Palmetto Gold rating for academic excellence and improvement. Our goal this past year was to continue this trend. During the 2003-2004 school year our faculty and staff members focused on the following areas: teaching of reading strategies to all students, ensuring that our students read independently each day, integrating character education throughout the curriculum, ensuring students have sufficient opportunities in math measurement and problem solving, and providing students with activities that contribute to the improvement of our school and community.

Boiling Springs Elementary School members have included the community and the area business members in efforts to address the academic needs of our students. Several business members have formally participated as business partners this year. They were involved in school enrichment days, school incentive programs, and classroom visitations. The parents at BSES have contributed time and talents to "touch" students and faculty members in all areas of school life: classroom book purchases, development of a student activity plan for the year, support for student clubs and service activities, the support of an outdoor science laboratory, and staff recognition activities throughout the year.

As we plan for the 2004-2005 school year, we recognize the need to continually improve and enhance our skills to address the ever-changing needs of our student population. We look forward to this challenge with anticipation and excitement. Focus areas for the school year include the following: a continued focus on reading and writing instruction, an effort to integrate science and social studies with reading instruction in the primary grades, an effort to better address science and social studies in a more departmentalized organizational scheme in grades four and five, and an effort to include more actively our increasing numbers of minority and ESOL students.

Frederick E. Menzer (Principal) Rhonda Brian (SIC Chairperson)

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	54	141	66
<b>Percent satisfied with learning environment</b>	100.0%	88.6%	96.9%
<b>Percent satisfied with social and physical environment</b>	100.0%	93.6%	92.3%
<b>Percent satisfied with home-school relations</b>	100.0%	93.6%	70.3%

\*Only students at the highest elementary school grade level at this school and their parents were included.